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Nahezu 600 Nummern sind erschienen, die durch die ganze Welt gegangen sind. Goethe und Schiller wurden in 15 Millionen Bändchen verbreitet, Schillers Tell in 2,300,000 Stück, Hebbel in 1,250,000 Bändchen, das Nibelungenlied in 313,000, Molière in 750,000, Kant 790,000, Ibsen 4,500,000, Tolstoi 1,000,000, usw.

Aus Andeutungen der Schweizer Blätter geht hervor, dass eine grosse Anzahl *Lutherschriften* im letzten Jahr erschienen sind im Anschluss an die 400jährige Feier der Reformation, darunter einige von Prof. Erich Brandenburg und Prof. Erich Marcks.

John Andressohn.

Bücherschau.

I. Bücherbesprechungen.

E. Prokosch (Professor of Germanic Languages in the University of Texas), *The Sounds and History of the German Language*. XVI+212 pages. New York, Henry Holt & Company, 1916. Cloth, \$1.75.

The purpose of the author is to give us a text-book in phonetics and the history of the German Language "that is simple enough to be intelligible to students without linguistic erudition, and at the same time sufficiently comprehensive to meet to a reasonable degree the requirements of the teacher of German." The book is divided into two parts: I. German Phonetics, pp. 1-67, II. History of the German language, pp. 71-206.

By consistently linking phonetics and historical grammar, the author has rendered more interesting the treatment of the latter, which, as far as phonology is concerned, is dry as dust without a proper phonetic basis. Nevertheless the reviewer regrets greatly that the two parts could not be issued separately, so that those desiring only a text-book on phonetics would not be obliged to buy also the longer historical part. Moreover, the method of treatment is totally dissimilar in the two parts. The first is much more than what the author modestly claims for it "an adaptation of the books of such phoneticians as Sievers, Vietor, Jespersen, etc." I consider it the best introduction to German phonetics for our purposes. It is really "simple enough to be intelligible to students without linguistic erudition." In addition it is interestingly written and offers very many valuable hints to the American student and teacher of German. A number of good plates and diagrams of the vocal organs illustrate the text.

In a number of matters, most of them minor, the reviewer disagrees with the author:

1. One point which is almost certain to cause the student great difficulty is the emphasis laid on the differentiation between fortis and lenis articulation. From the standpoint of an introduction to practical phonetics, I think this discussion could be limited to mere mention. A proper understanding of the second part of the book, however, demands a clear distinction between the two kinds of articulation. The difficulty might be obviated by relegating this question to the notes or the small print.

2. In phonetic transcription, Prokosch uses a simplification of the alphabet of the Association Phonétique Internationale. This seems inadvisable for a number of reasons: a) it is confusing in those numerous cases where the student uses the phonetic alphabet in work in German and the Romance languages, b) Vietor's *Deutsches Aussprachewörterbuch*, "absolutely indispensable to the teacher of German, as indispensable as a German-English dictionary, or a German grammar" according to Prokosch, uses the complete alphabet, c) if the prospective teacher follows the author's advice and subscribes for the *Maitre Phonétique* he will again need to know the unsimplified alphabet.

3. It is unfortunate that the German equivalents for the English phonetic terms are not given consistently.

4. In warning, and quite properly warning against the teaching of uvular r in our schools, the author should nevertheless mention the fact that uvular r is spoken by almost half of the German people and by most of the

educated classes. The long explanation by Trautmann, quoted by Prokosch, of the un-German character of this sound, even if it were true, which is very doubtful, is no argument against its use. (Cf. Sievers: *Phonetik*, 5. Auflage, § 306, Jespersen: *Lehrbuch der Phonetik*, p. 135). The chief reasons for not teaching it here are that tongue-tip *r* is just as correct, and can be learned very easily by American students, while uvular *r* offers almost insuperable difficulties.

To conclude with a few details: the dot indicating syllabic function should be explained at its first occurrence § 22 and not left until § 54; a good aid to learning trilled lingual *r* is to pronounce English *three*, etc. pronouncing it well forward and articulating strongly (p. 23); the preferable pronunciation of *erst* (p. 27) is that with a long close vowel sound, of *Respekt* (p. 27) with *s* sound; in *hübsch* (p. 42) the sign of length is evidently a misprint; in the phonetic transcription of *merken* (p. 51) the dot indicating syllabic function is omitted; in the discussion of syllables (p. 52-53) the author's division into nine grades of sonority and Jespersen's diagram with eight grades is needlessly confusing; the explanation of Jespersen's "analphabetic" system (p. 62) is too condensed to be intelligible to the student.

In an appendix the author gives a short bibliography and one page of material for practice. This is, of course, all too scant. The reviewer has filled this want by using Oberländer: *Übungen zum Erlernen einer dialektfreien Aussprache*, Fr. Bassermann, München, but it is too voluminous for our purpose, and a book fully meeting the needs in this respect is still a desideratum.

As noted above, the treatment of the two parts is very dissimilar. While the first part is a summary of well-known phonetical facts, collated from various sources, but selected and adapted with excellent pedagogical insight for the needs of American schools, the second part serves as a vehicle for the author's very interesting theory of the historical development of German "as a direct and nearly unbroken development of the Indo-European parent language, evolved by the continuous action of a homogeneous set of phonetic and psychological tendencies". (Preface). There can

be no doubt that "leaving aside the scientific aspect of (this) theory, this system, through its consistent linking of phonetics and historical grammar, cannot fail to make the study of both more useful to the student than an independent treatment of these two branches of linguistic science would be". Naturally, however, one may question the justification of rearing such a structure on such a scientific basis. Prokosch bases his theory of the identity of Indo-European and Germanic on the theory that the home of the Indo-Europeans was in the "Baltic Basin". Without wishing to go into the question at any length here, it seems to me that the consensus of opinion today is that the epoch-making excavations in Turkestan have shaken the belief in the Western home of the Indo-Europeans and have reopened the whole question. (Cf. E. Meyer: *Geschichte des Altertums*, 2. Auflage, I. 2. Hälfte, S. 801). It is an interesting coincidence that one year after the publication of Prokosch's book characterizing German as a direct development of Indo-European, there appeared a book by Meillet: *Caracteres généraux des langues germaniques*, Paris, Librairie Hachette et Cie., 1917, which takes a stand exactly opposite to this.

Admitting the uncertainty of the theory regarding the relationship of Indo-European and Germanic, I see no uncertainty in his thesis that Germanic is "characterized by the predominance of a remarkably uniform tendency towards the strengthening of articulation in every respect". It is in this recognition of the distinctive phonetic character of Germanic and the consistent application of this principle in the interpretation of *all* linguistic phenomena in the historical development of the German language that the immense scientific contribution of this book lies. As far as I know, it is the first book to offer a complete phonetic characterization of any language.

Naturally there will be much disagreement with various phases of the author's treatment. To me the application of the theory to the complicated vowel system is perhaps least convincing. For instance, on page 98 we read, that increased vowel articulation either causes the tongue to be raised, or the lips to be widened or rounded and the jaw to be lowered.

So long a is changed to long o or long u through raising of the tongue; open long e in Germanic becomes long ae by the other alternative. Of course, anything can be proved in this fashion. Other similar examples might be given.

The author offers a new and very plausible theory of Ablaut; the e grade is accompanied by greater tension of the vocal chords because it denotes a stronger present interest of the speaker (being used especially in the present of verbs), the o grade as the expression of comparative indifference (used in verbal nouns, words that express conditions, etc.) is caused by weakened articulation.

As to the theory that Umlaut is un-Germanic, there is so much to be said against it that I am very eager to see any proof for this statement.

But it is not only in the development of *sounds*, but also of *forms*, that Prokosch offers much that is new and valuable. The Germanic preterit is explained as a combination of perfect and aorist forms, thus doing away with the makeshift explanations hitherto necessary to explain the lack of reduplication and especially the peculiar vocalism in the 4th, 5th, 6th, and 7th Ablaut series. In connection with this theory he has a new presentation of the optative, which sounds plausible. An ingenious derivation of the name *Germani* and a survey of the development of the German standard language, which is a model for condensation but also for clearness, deserve special mention.

I have already indicated my opinion of the unusual scientific value of this contribution to Germanic philology. I do not believe, however, that the author has succeeded in making it "simple enough to be intelligible to students without linguistic erudition", (or, let us add, without the guidance of a skillful teacher), and for these, if I am not mistaken, it was intended in the first place. It is a book for the scholar rather than for the student who is not well versed in linguistics. It seems to me that a history of the German language should contain at least a brief account of such questions as the contribution of Christianity to the German vocabulary, the influence of Latin, French, etc.

In concluding I should like to offer a number of suggestions in regard to some details:

p. 72. Tocharic should be mentioned in the list of Indo-European languages, even if it is extinct today. The important part which it plays in the discussion of the home of the Indo-Europeans justifies its inclusion.

p. 85. It is, of course, an oversight, when Swabian is spoken of as the dialect of the southeast of Bavaria; it is the *southwest*.

p. 105. Greek *okto* is accented on the second syllable.

p. 107. Greek *kléptō* has no accent on the second syllable.

p. 109. Why invent the peculiar plural "mores" instead of the regular *morae* "time units"?

p. 116. The explanation of the t in Germanic str from Indo-European sr as "being inserted as a protection against assimilation" is far-fetched. A plausible theory, too long to be quoted here, may be found in Bremer: *Deutsche Phonetik*, § 77 Anm.

p. 118. There is no such form as Gothic *hunds*. The word for *hundred* does not appear in the singular in Gothic; if it did, it would be *hund*. as it is neuter.

p. 120. Gothic *aiz* should be *aiz*.

p. 169. The statement that the use of *sein* in the perfect of *bleiben*, *stehen*, *sitzen*, *liegen*, etc., is "due to a newer tendency, which was carried through incompletely, to lay stress on localized versus absolute action" is at variance with the view of Wilmanns and Sütterlin, to whom Prokosch refers, and of Paul, whom Wilmanns and Sütterlin follow in their presentation. Paul points out that *bleiben* was originally perfective, *liegen*, *sitzen*, etc., could be either perfective or durative in Middle High German.

p. 170. In the discussion of the German future the author says that the reasons that caused the substitution of the infinitive for the participle with *werden* are not fully understood. The reviewer had modestly hoped to solve this problem in *Die progressiven Formen im Mhd. und Frühnhd.* Frankfurt a. M. 1914, and had been led into the belief that he had been successful by several reviewers. (Cf. V. Moser in *Zeitschrift für deutsche Philologie* XLVI, 481 ff.)

p. 172. It is a mistake to explain the stressing of separate prefixes as due to contrast, as in *aufgeben* and

untergehen. The reason is rather that they are the more important part of the word psychologically in that they express an essential modification of the second part.
 p. 173. The deriving of the prefix *er-* as a weakened form of *us* (with long *u*) can only be an inadvertence on the part of the author.
 p. 178. "o- and jo- stems are either masculine or feminine" should read "are either masculine or neuter".
 Albert W. Aron.
 University of Wisconsin.

II. Eingesandte Bücher.

- Drei Märchenspiele* von Emma Rendtorff. D. C. Heath & Co., New York. 35 cts.
Schritt für Schritt. Ein Buch für Anfänger. By Hanna M. Ohlmann. Ginn and Company, Boston.
Das Peterle von Nürnberg von Viktor Blüthgen. Edited by Josephine C. Doniat, Carl Schurz High School, Chicago. Illustrated by Alice Meyer. New York, The Macmillan Company, 1918. 40 cts.
Gustav Adolfs Page von Conrad Ferdinand Meyer. Edited with introduction, notes, and vocabulary by Robert Bruce Roulston, Associate Professor of German at John Hopkins University. New York, Henry Holt and Company, 45 cts.
Märchen und Sagen. Edited by Bernhard C. Straube, B. A., Bay View High School, Milwaukee. Illustrated by Maud and Miska Petersham. The Macmillan Company, New York, 1918.
German Science Reader. Edited by Frederick W. Scholz, A. M., Columbia University, New York. The Macmillan Company, New York, 1917.

Der Jahrgang der Monatshefte für deutsche Sprache und Pädagogik beginnt im Januar und besteht aus 10 Heften, welche regelmässig in der Mitte eines Monats (mit Ausnahme der Ferienmonate Juli und August) zur Ausgabe gelangen.

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Beiträge, das Universitäts- und Hochschulwesen betreffend, sind an Prof. Edwin C. Roedder, Ph. D., 1614 Hoyt Street, Madison, Wis.; sämtliche Korrespondenzen und Mitteilungen, sowie Beiträge, die allgemeine Pädagogik und das Volksschulwesen betreffend, und zu besprechende Bücher sind an Max Griebisch, (Nat. G. A. Teachers' Seminary, Milwaukee, Wis.) zu richten.

Die Beiträge für eine bestimmte Monatsnummer müssen spätestens am Schluss des vorhergehenden Monats in den Händen der Redaktion sein.